Course Overview
This course is designed to provide an introduction to many of the key topics, debates, methods, and theoretical paradigms in the field of women’s studies. Throughout the course, we will be guided by a number of questions: What is and what should be included in the field of women’s studies? What is gender and how can gender be used as a category to analyze institutions (such as the state and the family) and texts (such as novels and films)? What is the relationship between gender and other social categories such as race, class, and sexuality? What is power and how is power related to gender, race, class, and sexuality? It is my hope that you will use this course to discover what excites and interests you most within the field of women’s studies, so you can pursue those interests in greater depth during your time at Emory.

Course Goals
1. To become familiar with major debates, key theoretical concepts, and foundational scholars and texts in the field of Women’s Studies
2. To develop your skills in the area of critical reading and analysis, research, writing, and oral expression

Course Texts

All other readings will be available on Reserves Direct. You are required to bring hard copies of all assigned readings to class.

Assignments

Reading Quizzes: At least once a week, a short “pop” quiz will be administered on the readings. The quiz will assess your understanding of the author’s main arguments. Your lowest quiz score will be dropped. There will be no make-up quizzes if you are absent. (20%)

“Media Time”: At the beginning of the semester, everyone will sign up for one “media time” presentation. For this presentation, you will bring in an item from the popular media (i.e. newspaper article, video clip, song, advertisement, etc.) related to the course. You will have 10 minutes to present your item. You should spend about 5 minutes explaining and presenting your item and about 5 minutes explicitly relating your item to at least one reading from the course. Your grade will be determined by how well you relate the item to a specific course reading. (10%)

Participation: This course is primarily a discussion-based course. Your participation is essential. Quality participation includes both contributing thoughtfully to the discussion and listening and responding respectfully to others. Separate guidelines for discussion will be distributed. Please expect to be called on at any time. (10%)
Short Essays: There will be two short essays, due September 22 and October 29. For each essay, an essay question will be distributed in class two weeks prior to the essay’s due date. Each essay will ask you to draw on course readings to respond to a specific question. Each essay will be 4-5 pages in length. (15% for each essay; 30% total)

Final Paper: For the final paper, you will be asked to choose a question of interest to you related to the course, and to answer this question drawing on course readings and some outside research. More guidelines will be distributed. Your preliminary question will be due on October 20. An annotated bibliography will be due on November 19. An outline for the paper will be due on December 3. The final paper will be 7-8 pages in length. The final paper is due on the day of our final exam period and you will present your paper informally during our final exam period. If you would like to do a final project (i.e. film, art installation, activist project, service project) instead of a final paper, you must speak to me about it before October 20 and we will develop individual guidelines for your project. (30%)

Policies

Absences: Attendance is required. You are allowed up to three absences without penalty. Additional absences will result in a lower grade in the course.

Late Work: All work is due at the beginning of class on the due date listed. Late work will not be accepted.

Writing: A style and citation guide will be distributed in class. If you are having difficulty with your writing please come see me during my office hours or make arrangements to get extra help at the writing center.

Grades:

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Academic Honesty: You are required to abide by the Emory Honor Code, available online at [http://college.emory.edu/current/standards/honor_code.html](http://college.emory.edu/current/standards/honor_code.html). All cases of suspected academic dishonesty will be referred to the Emory Honor Council.

Special Needs: If you need an accommodation for any type of physical, medical, or learning disability, please meet with me as soon as possible. In addition, if you have not already done so, you need to contact the Office of Disability Services at (404) 727-9877.

Revisions to Syllabus: I reserve the right to make changes to this syllabus as needed. Revisions will be posted on Blackboard.
Course Schedule

Introduction

8/25: Introduction to the Course

8/27: Gender as a Category of Analysis I
   Key terms: sex, gender, social construction

8/30: Gender as a Category of Analysis II
   1. Michael Kimmel, “Masculinity as Homophobia” (2005); pp. 25-42

Some History: The Women’s Movement in the U.S.

9/1: The First Wave
   1. Estelle Freedman, “Chapter 3: Women’s Rights, Women’s Work, and Women’s Sphere” from
      No Turning Back (2003); pp. 45-72
   2. Angela Davis, “Racism in the Woman Suffrage Movement” (1981); pp. 70-87
   Key terms: patriarchy

9/3: The Second Wave I
   1. Jo Freeman, “The Women’s Liberation Movement: Its Origins, Organizations, Activities and
      Ideas” (1979); pp. 426-434
   2. Ti-Grace Atkinson, “Radical Feminism and Love” (1974); pp. 41-45
   Key terms: difference, coalition

9/6: Labor Day Holiday – No Class

9/8: The Second Wave II
   2. Gloria Anzaldúa, “La Conciencia de la Mestiza/Towards a New Consciousness” (1987); pp. 427-441
   Key terms: difference, coalition

9/10: The Third Wave
   1. Rebecca Walker, “Becoming the Third Wave” (1992); pp. 397-401
   2. Jennifer Baumgardner and Amy Richards, “Manifesta: Young Women, Feminism, and the
      Future” (2000); pp. 598-606

What is Women’s Studies?

9/13: Intervening in the Disciplines
   1. Gerda Lerner, “The Challenge of Women’s History” (1979); pp. 133-144

9/15: Feminist Epistemologies
   1. Uma Narayan, “The Project of Feminist Epistemology: Perspectives from a Non-Western
      Feminist” (1989); pp. 308-317
   Key terms: standpoint theory, situated knowledges

9/17: Feminist Methods
1. Anne Opie, “Qualitative Research, Appropriation of the ‘Other’ and Empowerment” (1992): pp. 52-69

9/20: Review Class

9/22: Doing Research

FIRST SHORT PAPER DUE

Sites for Analysis/Intervention: The State and Politics

9/24: Violence Against Women I
   Key terms: public/private

9/27: Violence Against Women II
   Key terms: intersectionality, Critical Race Theory

9/29: Welfare Reform and Gender, Race, and Class

Sites for Analysis/Intervention: Work and the Economy

10/1: Women in the Paid Labor Force
   1. Virginia Valian, “Beyond Gender Schemas: Improving the Advancement of Women in Academia” (2005); pp. 198-213
   Key terms: wage gap, occupational segregation

10/4: Women in the Transnational Labor Market
   1. Cynthia Enloe, “Tracking the Militarized Global Sneaker” (2007); pp. 19-38

10/6: Women’s Unpaid Labor
   1. Lourdes Beneria, “Accounting for Women’s Work: The Progress of Two Decades” (1997); pp. 112-118
   Key Terms: the second shift, reproductive labor, caring work

10/8: A Case Study: Sex Work

10/11: Fall Break – No Class

Sites for Analysis/Intervention: The Family, Reproduction, and Sexuality
10/13: The Family as a Site of Oppression
   1. Stephanie Coontz, “The Way We Wish We Were: Defining the Family Crisis” (1992); pp. 8-22

10/15: Reproductive Rights

10/18: Contesting Heterosexualities I
   2. Luce Irigaray, “When Our Lips Speak Together” (1977); pp. 205-218

10/20: Contesting Heterosexualities II

PRELIMINARY QUESTION FOR FINAL PAPER DUE

Sites for Analysis/Intervention: Culture and the Media

10/22: Popular Culture
   1. bell hooks, “Madonna: Plantation Mistress or Soul Sister” (1992); pp. 157-64

10/25: Advertising
   2. Evelyn Nakano Glenn, “Yearning for Lightness: Transnational Circuits in the Marketing and Consumption of Skin Lighteners” (2008); pp. 281-302

10/27: Review

10/29: Writing Up Your Research
SECOND SHORT PAPER DUE

Newer Paradigms

11/1: Feminist Spaces and Places
   1. Dolores Hayden, “What Would a Non-Sexist City Be Like?” (1980); pp. 503-518
Extra Credit Assignment: Feminist Theme Floor Proposal

11/3: Transnationalist Feminisms I
   1. Cynthia Enloe, “Nationalism and Masculinity” (1989); pp. 42-64

11/5: Transnationalist Feminisms II
   1. Uma Narayan, “Chapter 3: Cross-Cultural Connections, Border-Crossings, and ‘Death by Culture’” from Dislocating Cultures (1997); pp. 81-117

11/8: Transnationalist Feminisms III

11/10: Poststructuralist Feminisms I
1. Joan W. Scott, “Deconstructing Equality-Versus-Difference: Or, the Uses of Poststructuralist Theory for Feminism” (1988); pp. 30-50

11/12: Poststructuralist Feminisms II
2. Judith Butler, “Bodily Inscriptions, Performative Subversions” (1990); 163-180

11/15: Queer Theory I
1. Gayle Rubin, “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality” (1984); pp. 3-44

11/17: Queer Theory II
1. Lisa Duggan, “Making It Perfectly Queer” (1991); pp. 149-163

11/19: Transgender and Intersex Studies
1. Susan Stryker, “Transgender Feminism: Queering the Woman Question” (2007); pp. 59-68
2. Cheryl Chase, “Hermaphrodites with Attitude: Mapping the Emergence of Intersex Political Activism” (1998); pp. 189-211

ANNOTATED BIBLIOGRAPHY FOR FINAL PAPER DUE

11/22: Disability Studies

11/24: Thanksgiving – No Class

11/26: Thanksgiving – No Class

11/29: Eli Clare, Exile and Pride
1. Eli Clare, “Preface,” “A Note About Gender,” and Chapters 1-3 from Exile and Pride (2009)

12/1: Eli Clare, Exile and Pride
2. Eli Clare, Chapters 4-6 from Exile and Pride (2009)

12/3: Eli Clare, Exile and Pride
1. Eli Clare, Chapters 7-9 from Exile and Pride (2009)

OUTLINE FOR FINAL PAPER DUE

12/6: Review Class

12/9 (4:30-7:00pm): Final Exam Period

FINAL PAPER DUE

INFORMAL STUDENT PRESENTATIONS